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ABSTRACT

The Adolescent Communication Screen--a criterion-based instrument designed to provide speech-language clinicians a measure for screening the communication skills of students in grades 5 through 12--is described in this document. Included in the description are the instrument's subtests: vocabulary, temporal concepts, language comprehension, grammatic usage, word recall, sequential verbalization, and nonverbal aspects of communication. In addition, the document explains the instrument's standardization procedures, item selection, reliability, validity, administration, and score interpretation. Included are (1) tables that show the comparison of mean standard scores by grade levels of regular education students, learning disabled students, and the combined population; (2) the frequency distribution and percentile ranks of standard scores of the learning disabled population by grade levels; (3) the frequency distribution and percentile ranks of standard scores of the combined population; and (4) the test protocol. (HOD)

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*ADOLESCENT *COMMUNICATION *SCREEN

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Revised

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INTRODUCTION

Frequently the speech-language clinician is requested to provide information regarding an adolescent's communication skills. This information is relevant for the speech-language clinician as well as the multi-disciplinary
team when special educational service is being considered.

The Adolescent Communication Screen, (ACS), a criterion-based instrument, is designed to provide a measure for screening the communication skills of the adolescent population in grades 5-12. Few instruments are available for this population that provide the clinician with a method of determining the need for a comprehensive language evaluation.

The purpose for developing the ACS instrument is to formulate a screening tool for the adolescent population that could be used in the schools and meets the following criteria:

(1) requires reasonable administration time
(2) screens a variety of communication skills
(3) identifies students who need further evaluation
(4) provides clear administration directions
(5) discriminates strengths and weaknesses
(6) permits rapid scoring
(7) considers the non-verbal aspects of communication
(8) includes profiles of mean standard scores by grade levels

The Adolescent Communication Screen, (ACS) was developed for speech/language clinicians for use with the adolescent population in the school setting. Information obtained from the ACS is to provide clinicians with baseline information related to a student's comprehension and utilization of vocabulary, temporal concepts, idioms, fact/opinions statements, specific information recall, and the written application of grammatic rules. This baseline data will assist the clincian in determining appropriate areas for further langauge evaluation.

Presentation of the ACS is primarily verbal, therefore, a quiet, distraction-free setting is desired. The ACS can be administered in approximately 20-30 minutes. The necessary materials include an administration and scoring manual, test protocol, stop watch or clock with a sweep hand, pencils, and a writing surface. The actual administration of this test is relatively simple. The first four subtests must be administered in order to obtain a composite standard score. The final three subtests are not included in the illustrated tables. These subtests provide the clinician with additional insight and should not be omitted.

After reading the directions on the test protocal, the clinician administers the test and records all student responses except for those in the Grammatic Usage section. The Grammatic Usage section requires that the student read and complete each stimulus item.

test description....

DESCRIPTION OF ACS SUBTESTS

Subtest I: VOCABULARY

Context Meaning

The comprehension and use of specific words are essential componen of a communication system. The vocabulary section of the ACS w formulated not only to tap student knowledge of selected words, but also explore the ability to use the word expressively in sentences. Receptivel a student may have a general definition for a word but cannot use or app the word expressively in a clear and concise manner. Few, if an screening instruments look at vocabulary in this manner.

The Context Meaning section is comprised of 20 words random selected from the Peabody Picture Vocabulary Test (Dunn, 1981) and t Screening Test of Adolescent Language (Prather, et. al., 1980). Althou the words have been randomly selected from other reliable instruments, t ACS is designed to elicit a somewhat more complex and definitive respons The ACS requires that the student "formulate" a sentence for each of t 20 words. The formulated sentence must provide enough information assure that the student has (1) a complete understanding of the targ word, and (2) the ability to use the target word in a meaningful sentenc Simple phrases which merely define the target words are not acceptabl The student should use qualifying phrases which are comprised of mo than a simple N + V + N phrase (e.g. "I am lonesome.").

Multiple Meanings

Children who have language/learning problems are more likely to ha limited understanding of words that have more than one meaning. Th limited understanding can prevent students from accurately comprehendi and using multiple meaning words in their oral and written language.

This section is comprised of five stimulus items. The student is ask to provide two separate meanings for each target word. (More than t acceptable uses are listed on the test protocal.) The clinician should no that the stimulus items can be used as more than one part of speec Similiar tasks are found in subtests of The WORD Test (Jorgensen, 198 and The Fullerton Language Tests for Adolescents (Thorum, 1980).

Subtest II: TEMPORAL CONCEPTS

This subtest was included as part of the ACS because of t significance that time and space play in both academic and social aspects communication. The awareness of temporal concepts is important for individual's personal survival ability. Wiig and Semel (1980) and Lars and Boyce (1983), have stated that the language-learning disabled stude often experiences difficulty in understanding temporal concepts and deali with these concepts as they are related to duration and order of events.

According to Piaget, by age nine years, a child in the concrete operational stage has the ability to understand temporal duration and sequencing. Using this information as a frame of reference, it is believed that this subtest, which taps student knowledge and comprehension of temporal order, temporal duration and before/after relationships, would aid in identifying the language/learning disabled student. In this subtest, the student is required to verbally respond to ten questions based on understanding of temporal concepts.

Subtest III: LANGUAGE COMPREHENSION

Idioms

This section provides the clinician with information that will indicate if and/or how a student comprehends figurative language. Idioms are frequently used in everyday conversation, whereby what is said is symbolic of what is meant. To accurately comprehend the meaning of a phrase that has both a literal and a symbolic interpretation requires language flexibility. It is generally assumed that students will acquire the symbolic and literal meanings of figurative language and idiom usage on their own. Therefore classroom instruction regarding meaning and usage of idioms is usually limited. A student that has not learned or acquired this flexibility will experience a great deal of difficulty in dealing with idioms in an appropriate and logical manner.

In this section of the ACS, the clinician presents five sentences that contain idioms. The response to each sentence will indicate whether or not the student has acquired this component of language flexibility.

Fact/Opinion

This section requires the student to differentiate between a fact and an opinion. The need for this distinction in daily living is necessary so that a person is not too easily influenced by advertisements or statements made by other people. A student with language/learning problems may have difficulty recognizing the difference between factual information and propaganda. It is important that individuals be able to form their own opinions regarding people or situations. It is equally important to be able to utilize factual information to expand knowledge. The significance in differentiating fact and opinion is the ability to develop independent thinking skills that are reflected in communication.

This section requires the student to tell the clinician whether the statement that is read aloud is a fact or opinion. A total of five statements are included.

Understanding Story Content

It is essential that adolescent students understand connected speech such as lectures, conversation with others, and news/weather reports. This section of the language comprehension subtest was included to help determine if a student has the ability to sort out specific information from various types of stories. When a student is unable to understand different types of connected speech, he/she may be unable to effectively and appropriately respond in the classroom, on the job, or in encounters with peers, teachers, and other adults.

Comprehension skills are often worked on in grades 1-4, but by the time a student reaches the 5th-12th grades it is often assumed that they have acquired the necessary skills in this area. The language disabled student, however, often has not acquired these skills. This becomes increasingly evident as teachers rely more on students' listening and comprehension skills in the classroom.

The Understanding Story Content section thus taps the student's ability to listen to a story, process the information, and then recall the information when requested. It focuses primarily on the students ability to recall factual information, such as specific names and series of items. Cause and effect relationships are also touched upon briefly. The student is required to listen to a story and then respond to a series of three questions based on that story. Two stories are required to complete this section of the ACS.

The stories are divided into levels of difficulty. It is recommended that stories (1) and (2) be administered to those students in grades 5-8 and stories (3) and (4) be administered to students in grades 9-12.

Subtest IV: GRAMMATIC USAGE

The Grammatic Usage subtest deals with the student's ability to comprehend and use common English morphological forms. This subtest taps the student's written application of grammatic rules which govern spoken or written language. The format, a cloze technique, requires the student to read the 25 incomplete sentences and provide the missing morphological forms. The ACS test protocal provides space for each of the student's written responses. If the student has difficulty reading the sentences the clinician may help him with a particular word. However, the clinician should not read the entire sentence for the student as inflection and intonation patterns may give the student clues as to correct word usage.

If the student is a non-reader he would receive a score of "0". This score of "0" would indicate to the clinician that perhaps another format of screening grammatic usage is necessary. The clinician should also note the student's inability to read for future test selection.

Test items include those that require grammatic rule knowledge pertaining to regular and irregular plurals, various pronoun and verb forms, superlative forms, and possessives. Selection of the key words and utilization of the cloze technique was patterned from the Test of Written Language (Hammill, Larsen, 1978).

SUBTEST V: WORD RECALL

The format of this subtest requires the student to recall and p two different word series. Wiig and Semel (1980) state th language/learning disordered adolescent may not have an adequa efficient memory system to categorize, retrieve, and formulate res needed for this type of task.

In this subtest, the student is given two different classes to (1) Animals, and (2) School Subjects. Within a thirty-second time for each class, the student is required to name as many memb possible. These classes were selected because of their familiarity intended population and their previous successful use on other dia measures (The Fullerton Language Test for Adolescents, Thorum, Clinical Evaluation of Language Functions, Wiig and Semel, 1980).

It is beneficial for the clinician to note any strategies that the may use in completing this task. The information obtained fro subtest reveals whether or not a student utilizes sequencing patter organizational or grouping strategies for retrieval from long-term m Lack of any strategies is also significant. By recording the speci given rather than using slashes, checkmarks or x's, the clinician opportunity to review the student's use of strategies or lack of strat

[NOTE: Caution must be exercised by the clinician to ensure that t necessary to write the answers does not cause the student to "slow or limit the number of responses given. The clinician will also be observe how a student performs under time pressure.]

Subtest VI: SEQUENTIAL VERBALIZATION

This subtest provides the clinician with criterion-referenced info regarding a student's ability to organize his/her thoughts in a sequential manner. At times the language/learning disabled student unable to express his ideas in a manner that is understandable t around him. This skill is necessary if the student is going to be communicate effectively in various daily situations.

This subtest taps the student's verbal organizational strategies task explanations are oral so as not to penalize the student w difficulty with written language expression. The steps requi explaining the tasks are similiar to those that are used in giving a presentation.

Scoring of this subtest is based on clinician judgement. No nor provided.

The Sequential Verbalization subtest asks the student to explain the steps for two tasks. The tasks are divided according to grade level and are appropriate for both sexes. The first two tasks are based on activities common to the 5th-8th grader, whereas the last two tasks are based on survival skills that are more relevant to students in grades 9-12. It is recommended that tasks (1) and (2) be administered to those students in grades 5-8 and tasks (3) and (4) be administered to those students in grades 9-12. Clinician judgement, however, should be used in selecting the tasks that are the most appropriate for each individual. The clinician records the student's responses verbatim and in the order in which they are given.

By administering the Sequential Verbalization subtest, the clinician can evaluate both the quality and quantity of organizational skills in expressive language. While the number of responses given to complete the task may be important, the true significance lies in how completely the student explains the task, and how appropriately the student sequences his/her statements.

Subtest VII: NONVERBAL ASPECTS OF COMMUNICATION

This section requires the clinician to observe nonverbal aspects of a student's communication system and judge these behaviors as appropriate or inappropriate. This section was included due to the increasing concern with the nonverbal aspects of total communicative competence. It is believed that these five aspects adequately screen those behaviors most significant in a student's functional interaction with others.

The nonverbal aspects to be observed in the ACS are listed below:

1. Eye Contact
2. Facial Expressions
3. Body Posture, Movement and Gesture
4. Personal Space
5. Other Unusual Mannerisms

Specific behaviors and judgement criteria are listed on the ACS test protocol.

STANDARDIZATION PROCEDURES

The ACS was originally standardized on a sample of 400 students in the state of Iowa. These students attended regular classrooms of public schools located in five counties in northwest Iowa.

Students were selected on a volunteer basis from grades 5-12. A total of 50 students (25 boys, 25 girls) participated at each grade level. Subjects previously identified as having mental disabilities, learning disabilities, or speech and language disabilities were excluded from this sample. Students with a known vision and/or hearing loss were also excluded from the sample.

The initial field testing of the ACS was conducted from November, 1983 to February, 1984. Thirteen speech/language clinicians from Area Education Agency #4, Sioux Center, Iowa, were responsible for administering the ACS in their respective school districts.

The ACS expansion project was conducted during the 1984-85 school year. The purpose of this project was to increase the normative data and to include data on language/learning disabled students. As a result of this expansion the ACS is currently standardized on a sample of 844 students across the state of Iowa. Clinicians from ten Area Education Agencies submitted information on 140 students enrolled in regular classrooms and 304 students currently classified as learning disabled in public school systems.

ITEM SELECTION

The item selections which were used to develop the ACS are not entirely original. Some of the subtests represent widely accepted approaches to the assessment of language skills.

Target words for CONTEXT MEANING were selected from the STAL (Prather, et. al. 1980) and PPVT-R (Dunn 1981). The ACS taps vocabulary in a manner unlike the preceding instruments. The Multiple Definitions task of The WORD Test (Jorgensen, 1981) provided a basic format for the MULTIPLE MEANING portion of the ACS. The method for screening temporal concepts is akin to that used by Kellman, Flood, and Yoder (1977). Larsen and Boyce (1983) and Wiig and Semel (1980) were referred to in determining the need for the inclusion of the FACT/OPINION section and the importance of figurative language for the adolescent. The technique for tapping grammatic usage in a written format follows a design similiar to that of Hammill and Larsen, (1978). The WORD RECALL subtest of the ACS incorporates the retrieval and production of related word series from long term memory, emphasized by Semel and Wiig, (1980).

RELIABILITY

The ACS is designed to be a criterion based screening device. In statistical measurement and interpretation procedures, standard reliability formulas are not applicable to criterion based instruments.

The intent of any criterion based testing or screening device is to determine the expected range of performance by subjects functioning satisfactorily in a regular classroom setting. By establishing norms on students considered "average" or "normal", the hypothesis would state that students with a disability and/or disorder would be identified as needing further evaluation by falling below the criterion.

Scoring reliability was completed by two of the test authors by randomly selecting ten response sheets for independent scoring. Out of a possible 810 (81 items X 10 subjects) agreements, there was concurrent scoring of 770 items for a percent reliability of 95.

VALIDITY

The validity of a test is determined according to the extent to which it measures the behavior it was intended to measure. The following information lends support to the validity of the ACS as it screens the language skills of the adolescent population in grades 5-12.

The validity of items included in the ACS is primarily subjective at this point. The selection of ACS test items is based on research of literature pertaining to adolescent language skills and review of diagnostic instruments currently available for measuring adolescent language performance. Other distinguished experts in the field of language development and/or disorders have provided the model for the basic design for some of the ACS subtests. For the most part, these models have proven to be valid in standardized instruments. Feedback from test users will be valuable in determining more objective data regarding validity of ACS test items.

Content Validity

Content validity refers to the appropriateness of the task requirements of the test with respect to measuring the language process under consideration. Content validity is said to exist in an instrument which samples skills deemed by experts in the field to be important for the population being tested.

Items included in the ACS were selected because of the kinds of tasks that speech and language clinicians assess and remediate. A review of current adolescent diagnostic measures support the selection of the subtest items included in the ACS.

Construct Validity

Construct validity refers to the degree to which an instrument may be said to measure a theoretical construct or trait. Relative to the ACS, it is hypothesized that language skills are related to age, and that students will do better on the ACS as they grow older and progress to higher grade levels. Therefore, the ACS should correlate highly with age. A further hypothesis suggests that subtests of the ACS relate to each other, since they all measure aspects of the same construct - - - language skills.

test administration....

ADMINISTRATION OF THE ACS

IDENTIFYING INFORMATION

SELF IDENTIFICATION: The student is required to supply the clinician with all of the identifying information data which appears on the cover of the protocol. This information is requested on the ACS, as it is often needed in various social and career situations and should be basic knowledge to the student. If the student is unable to supply the clinician with this basic information, a weakness in survival skills is probably indicated.

I. VOCABULARY

A. CONTEXT MEANING

Administration

The clinician says, "I am going to say some words. Please use each word in a sentence. Make sure your sentence tells me that you know the meaning of the word. For example, if I say 'broken', you might say, 'The broken vase was in many pieces'."

Recording

The clinician records each sentence exactly as the student states it. Write the response on the line provided next to the vocabulary word.

Scoring

Each response is recorded as "1" for correct or "0" for incorrect in the box beside the target word. Count each "1" to arrive at the subtotal score. Clinical judgement should be exercised in determining if the student knows the meaning of the word. For example if the student says "I am unmarried", and the examiner knows this is true and that the student is fully aware of what that means, it may be counted as correct. A response such as, "She is unmarried", is too general to indicate that the student knows the meaning and must be counted as incorrect. Examples of acceptable and unacceptable responses are listed. Each sentence should provide enough information to indicate without a doubt, that the student understands the meaning of each word. Incomplete, fragmented, or sentences too brief to indicate understanding should be counted as incorrect. Changes in word tense i.e. "duplicated" for "duplicate", are acceptable. Changes in actual words, i.e. "governor" for "govern" are not acceptable.

If the student gives "definitions" instead of using the word in sentence context, restate the directions and explain that in order to be counted as correct, you need more than a definition - you need a complete sentence.

ADOLESCENT COMMUNICATION SCREEN

	Acceptable Responses	Unacceptable Responses
1.	My watchband is adjustable.	The bolts are adjustable. The screwdriver is adjustable.
2.	My little brother annoys me with his yelling.	He annoys me.
3.	Pop is my favorite beverage. I drank a cold beverage.	We had a beverage. "Do you want a beverage?"
4.	Communication is essential for a relationship. The telephone is a form of communication. My brother takes communication courses. After the storm, the communication lines were down.	There is communication. I have communication.
5.	Our school will dismiss at 3:00.	We will dismiss.
6.	She duplicated my test answers. I had a duplicate of her record.	Make a duplicate.
7.	I felt fatigued after basketball practice.	He was fatigued. She looked fatigued. He was fatigued at his father.
8.	There was a fragment of pie left. He has a fragment of glass in his leg. Use a complete sentence, not a fragment.	That was a fragment of my imagination. The fragment of pieces. There was a fragment in the sentence.
9.	The mayor governs our town.	He is the governor of Iowa. He governs.
10.	I am lonesome when no one is home. Steve is lonesome for Sue. My Grandma is lonesome.	The cat is lonesome. He is lonesome.
11.	We eat nutritious meals at school. Apples are a nutritious snack.	Vitamins are nutritious. We ate nutritious.
12.	We often go to the movies.	We do that often.
13.	The house was peaceful when we were sleeping. The United States is a peaceful nation.	She is peaceful. It is peaceful.

14.	The pedestrian was crossing the street. The car hit the pedestrian. I saw the pedestrian crossing sign.	Old people are pedestrians. He is a pedestrian.
15.	The team received a 15 yard penalty.	He got a penalty.
16.	My physician is Dr. Williams. Our family physician is on vacation. The physician gave me a physical.	He is my physician.
17.	We bought a portable TV for the kitchen. I took the portable radio to the beach.	It is portable. The car was portable.
18.	The four boys sang in the quartet. The Barbershop quartet sang at the concert.	I sang in a quartet. We heard a quartet.
19.	The library has several books.	We had several dog.
20.	The bachelor is unmarried.	She is unmarried.

B. MULTIPLE MEANINGS

Administration:

The clinician says, "These words have more than one meaning. Tell me as many meanings as you can. For example, if I say the word 'bark', you might say, 'A dog barks' and 'A tree has bark'." Two meanings are required per word to count the item as correct and scored as "2" points. If only one meaning is given for an item, record as "0" or incorrect.

Recording:

Circle the meaning(s) that most accurately coincide with the student's response.

Scoring:

Each item is recorded as "2" for correct and "0" for incorrect. Two meanings must be given for a response to be considered correct, and the clinician will record "2" points in the box provided. If only one meaning is given by the student, record the item as "0" or incorrect. If the student gives more than two meanings, only two points are recorded. Additional meanings do not count as additional points.

II. TEMPORAL CONCEPTS

Administration:

The clinician says, "I am going to ask you ten questions about time. Answer each one to the best of your ability."

Recording:

The examiner should record each student response in the blank provided.

Scoring:

The student receives "1" for each correct response and "0" for each incorrect response. Each score should be recorded in the box beside each target sentence. All items require precise responses with the exception of items 9 and 10. On item 9 (How much time are you at school each day?) acceptable responses would range from six to eight hours as this may vary from student to student. On item 10 (How many days are there in a year?), acceptable answers include 365 or 365¼ days. If a student responds with 366 days, with a qualifying reference to Leap Year, the clinician should ask for the number of days in a year that is not Leap Year. If the student just gives "366 days" with no reference to Leap Year, the response is considered incorrect.

III. LANGUAGE COMPREHENSION

A. IDIOMS

Administration:

The clinician says "I am going to give you a sentence that says one thing, but actually means something different. For example: if I said, 'It's raining cats and dogs' What I really mean is, 'It's raining very hard'! Tell me what you think it means when I say these sentences".

Recording:

The clinician records the student's explanation of each sentence. Write student statement/explanation on the space provided at the end of each sentence.

Scoring:

Each response is scored "1" for correct and "0" for incorrect in the box provided. If the explanation is complete enough to ensure the clinician that the student comprehends the meaning of the underlined segment of each sentence it should be counted as correct and scored "1".

Complete sentences are not essential to determine the student's understanding. However, statements or phrases that are unclear, should be considered incorrect and scored "0". Examples of acceptable and unacceptable responses are listed. Add the number of "1's" for the subtotal score, Section A. A total of 5 points is possible for this section.

	Acceptable	Unacceptable
1.	He sounds meaner than he really is. He says something but he really doesn't mean it.	He barks loud but his bite doesn't hurt. His bark is fierce.
2.	Playing around. Stop what you're doing. Stop fooling around. Goofing around.	Screwing around. Knock it off.
3.	Nervous and/or excited.	Jittery feeling. Stomach ache. Get sick. Scared. Stomach feels weird. Stomach is growling. Don't feel very good.
4.	Do things for yourself. Be independent.	Learn to walk by yourself. Stand up. You're clumsy.
5.	Give up. Quit. Not try anymore.	She threw a towel. She decided to be in the contest. To go for it.

B. FACT/OPINION

Administration:

The clinician says "Tell me if these statements are facts or opinions."

Recording:

The clinician does not need to record the student's actual response. Use scoring information to indicate whether the response is correct or incorrect.

Scoring:

Each statement is scored "1" for a correct response "0" for an incorrect response in the box provided. Each statement is either a fact or an opinion. Items 1, 3, and 4 are opinion, items 2 and 5 are fact. If a student attempts to qualify an incorrect answer with additional information, the clinician should explain that there are only two choices, and the students must select either "fact" or "opinion". Add the number of "1's" for subtotal score, Section B. A total of 5 points is possible for this section.

C. UNDERSTANDING STORY CONTENT

Administration:

The clinician says, "I am going to read two stories aloud. When I am finished with each story I will ask you three questions. Please listen carefully as I can only read the story once." Stories (1) and (2) are recommended for grades 5-8. Stories (3) and (4) are recommended for grades 9-12.

Recording:

The clinician records the student's responses for each question on the line provided.

Scoring:

Each question is scored "1" for a correct response and "0" for an incorrect response in the box provided. A list of acceptable and unacceptable responses is included. Only complete responses that coincide or closely approximate those included on the acceptable listing are scored "1". Incorrect or incomplete responses are scored "0". Add the number of "1's" for subtotal score, Section C. Only two stories are to be administered so the maximum possible score is 6. Points scored on additional stories, if administered, cannot be added to the total score.

Add the subtotal scores of Section A, B, and C to determine the total score for the Language Comprehension section of this instrument.

Understanding Story Content

Acceptable	Unacceptable
1. a) wind, hail, rain	a) inclusion of only one to two kinds of weather.
b) Kansas or Manhatten, Kansas or Manhatten	b) any other location
c) left their cars	c) Kept driving; watched the rain.

2. a)	June	a) any other month
b)	Ajax Mountain or just Ajax	b) Mountain or another mountain name
c)	300	c) any other number
3. a)	June 7, 1864	a) just month, date or year given
b)	Baltimore, Maryland; Baltimore, or Maryland	b) any other location
c)	Abraham Lincoln and Andrew Johnson; or Lincoln and Johnson	c) just one name given; or just the first name
4. a)	automobile manufacturing; automobile	a) factory, plant, company, manufacturing
b)	steel workers' strike, strike; couldn't get parts.	b) they didn't want to work; they couldn't make the cars.
c)	glass, tires, engines	c) worker's strike; only one or two parts given

IV. GRAMMATIC USAGE

Administration:

In this subtest, the student, not the clinician, records the answers. The clinician says, "I want you to read each sentence carefully and write in the missing word so that the sentence sounds correct. Make sure you use only one word to complete each sentence."

Recording:

The student should be given this section of the ACS protocol, along with a pencil. The student is to read each sentence and write in the missing word so that it is grammatically correct.

Scoring:

Each response is recorded as "1" for correct and "0" for incorrect in the box provided. A list of acceptable responses is included for the clinician. Each sentence is designed to elicit a specific response and tap a specific grammatic structure. Correct spelling is not essential to obtaining a correct score. The most frequent misspellings are listed. Add the total number of "1's" to determine the total score for Grammatic Usage. A total of 25 points is possible for this subtest.

Acceptable Answers

1. women, wimen, wemen
2. did
3. deer
4. eaten
5. mice, mise
6. dresses, dreses
7. smallest, smallist
8. burst, berst
9. me
10. were, wer
11. grown, growen
12. best
13. sit
14. rise, rize
15. were, wer
16. whom, hom, whome, hoome
17. set, re-set
18. teach, tech, teech
19. children, childrin, cildren
20. ourselves
21. men, min
22. threw, thru
23. sheep,shep
24. had, could've
    coud've, hadn't
25. leaves, leves

V. WORD RECALL

Administration:

A. ANIMALS: The clinician says, "I will give you 30 seconds to name as many animals as you can."

B. SUBJECTS: The clinician says, "I will give you 30 second to name as many different school subjects as you can. I will not be able to accept subjects listed such as Science I and Science II."

Recording:

The clinician should record each animal/subject given by the student. Twenty-four spaces are provided for each category. If additional items are given, record them in space available and count them in the total score for that category.

Scoring:

Animals and School Subjects are administered and scored separately, with 30-seconds allowed for each section. Students should not be allowed to "mix" the two categories and the clinician should be careful to record and score responses in the appropriate section. Scores for the two sections are not combined. Each section receives a "Total Score". All animal forms are considered acceptable, including insect, fish and fowl. "Dog" and "puppy" should be considered as two responses, as the student is recalling two specific words. The same would apply to any "baby animal" names if the adult animal is named.

The majority of school subjects are considered acceptable. However, if a student gives "English I' and English II" or "Typing I" and "Typing II", only one of these may be counted as a correct response because the student is not recalling a new word. Subjects such as Band and Chorus would be acceptable as a student normally receives credit for these. Extra-curricular activities and school sports are not acceptable as they would not usually be considered as subjects. "Recess", "lunch", and "study hall" are not acceptable, since they are activities, but not subjects. These items if given, should be recorded but not counted as correct. The clinician should tally the number of correct responses given for animals and the number of correct responses given for subjects. Record the scores in the spaces provided. Each raw score may then be compared to their respective mean score range found on the protocol cover sheet.

VI. SEQUENTIAL VERBALIZATION:

Administration:

Instruct the student to explain the sequenced steps for two of t tasks. It is recommended that tasks (1) and (2) be administered students in grades 5-8. Tasks (3) and (4) are recommended for studen in grades 9-12.

Recording:

The clinician should record each step on the protocol exactly as t student states it.

Scoring:

The information obtained from this subtest focuses on the student utilization of organizational/sequential strategies and delivery of response This subtest is not included in the normative data. The clinician shou note the student's ability or lack of ability in verbally sequencing the ste needed to complete a specific task.

VII. NONVERBAL ASPECTS OF COMMUNICATION

Administration:

The clinician should observe nonverbal aspects of communicati demonstrated by the student during the contact time. These aspec include eye contact, facial expressions, body posture, movement, gesture personal space, and other unusual mannerisms.

Recording:

The clinician records any atypical behaviors exhibited by the stude during the contact time. Comments should be written on the spa provided in Section VII.

Scoring:

This section is not scored, but rather is based on clinician observati and judgement. Information gained through observation of these nonverb aspects of communication should allow the clinician to judge wheth behaviors are appropriate/inappropriate as they are applied within t student's total communication system.

PROFILE OF MEAN STANDARD SCORES

A profile of mean standard scores for each grade level is provided the protocal and in the manual. The use of the profile allows the clinici to see at a glance how a student performed as related to the mean standar scores of his peer group. The graphs found on the last page of t protocal depict a mean standard score for five subtests at grade levels 6, 7, 8, 9, and 10-12. The broken lines, on either side of the mea standard score line, represent two standard deviations above and below t mean.

TEST INTERPRETATION

The primary purpose of the ACS is to screen the adolescent population in grades 5-12 who may need language remediation, and to determine appropriate areas for further language evaluation.

The ACS yields three types of scores; raw scores, percentile ranks, and standard scores. The clinician can obtain the percentile rank of standard scores by combining the subtest standard scores.

Raw Scores

The raw score is the number of items correct on each subtest. Since raw scores have limited value they should not be used to make clinical implications about a student's performance. However, the raw scores are used in determining percentile ranks and standard scores. The raw scores for each subtest should be recorded on the appropriate lines on the front of the protocol.

Percentile Ranks

Raw scores are converted to percentile ranks by utilizing Tables 1-6 and recording the subtest percentile ranks on the appropriate lines on the front of the protocol.

The percentile ranks on the ACS tables do not reflect the normal range of one to 99. This is a result of norming the test on average to above average students whose raw scores tended to cluster around the upper limits. Thus, when ranking was completed, the median percentile was used, resulting in the higher raw scores corresponding with lower percentile ranks. This would not be expected when testing students chosen at random within the typical school setting.

Standard Scores

Standard scores are transformations of raw scores that establish a common subtest mean score and standard deviation. When the standard scores are plotted on the screening profile chart it provides a clear indication of a student's performance when compared to the mean standard scores at that particular grade level. For each of the five subtests the mean standard score varies with a common standard deviation of 5. A standard score on one subtest may be compared with those obtained on other subtests. Standard scores provide guidelines for determining appropriate areas in need of further language evaluation.

Tables 7-13 are used to convert raw scores into standard scores. These standard scores should be recorded on the appropriate lines on the front of the protocol.

Percentile Rank of Standard Scores

The clinician should obtain the sum of the five subtest standard scores and record this score on the appropriate line on the front of the protocol. Tables 13-18 should be referred to when determining the percentile rank of standard scores. This percentile should be recorded in the box on the protocol.

It is suggested when a student achieves a percentile rank of standard scores of 15 or below, further language evaluation is warranted. For example, if a fifth grade student achieves a sum of subtest standard scores of 110, his percentile rank of standard scores would be 5. Thus, this student would most likely be a candidate for further language evaluation.

Screening Profile Chart

The screening profile found on the back of the protocol illustrates the mean standard scores for each grade level. When using the screening profile, the clinician should plot the five subtest standard scores from the front page of the protocol on to the appropriate chart.

The following pages are an example of a correctly completed protocol cover and corresponding screening profile chart for John Brown - Grade 7. It is recommended that the student's standard scores be marked with red ink to differentiate his performance from the scores that are charted. The bold line on each grade level profile represents the mean standard scores for the five subtests. The broken lines on each grade level profile designate two standard deviations above and below the mean for the five subtests.

An analysis of John Brown's standard scores suggests that his language skills are below what are expected for a child at that grade level. As a result of the profiling it was noted that his standard scores fell two standard deviations below the mean in the areas of temporal concepts, language comprehension, and grammatic usage. The scores indicate that further assessment of John Brown's language skills is warranted.

Appendix

Tables 19-25 are found in the Appendix, located on pages 43-55. Table 19, shows the comparison of mean standard scores by grade levels of regular education students, learning disabled students, and the combined population. Generally, a significant difference is shown between the performance of the two groups tested. The mean standard scores of the combined population reflect the average performance of the 844 students screened with the ACS.

Tables 20-25 show the frequency distribution and percentile ranks of standard scores of the learning disabled population by grade levels. Tables 26-31 show the frequency distribution and percentile ranks of standard scores of the combined population.

ADOLESCENT COMMUNICATION SCREEN
[*Revised*]

Authors: Patricia Tisthammer, Kimberly Vortherms, Karen Mueting, Larry Biehl

IDENTIFYING INFORMATION: (To be completed by student.)

Name: John Brown Test Date: 5 / 23 / 85 (mo. / day / yr.)

Birthdate: 11 / 28 / 71 (mo. / day / yr.) Age: 13 School: Middle School

Telephone Number: (712) 722-4374 Grade: 7 Gender: ___F X M

Place of Birth: Sioux City (City) Iowa (State)

Address: 402 Elm St. (Street) Sioux Center (City) Iowa (State) 51250 (Zip)

		Raw Score	Percentile Rank	Standard Score
I.	**VOCABULARY**			
	Context Meaning	10	15	13
	Multiple Meaning	6	19	13
II.	**TEMPORAL CONCEPTS**	1	21	5
III.	**LANGUAGE COMPREHENSION**	5	21	12
	Idioms			
	Fact/Opinion			
	Understanding Story Content			
IV.	**GRAMMATIC USAGE**	16	3	31
	***COMPOSITE SCORE**		Sum of S.S. =	74
			Percentile Rank of Standard Scores	21%

V. **WORD RECALL**		Mean Score Range Grades 5-8	Mean Score Range Grades 9-12
Animals	22	12-14	13-16
School Subjects	9	8-11	10-14

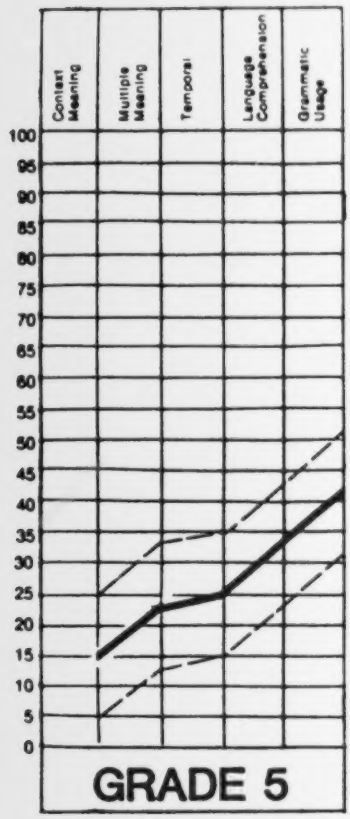
VI. **SEQUENTIAL VERBALIZATION** Poor organization

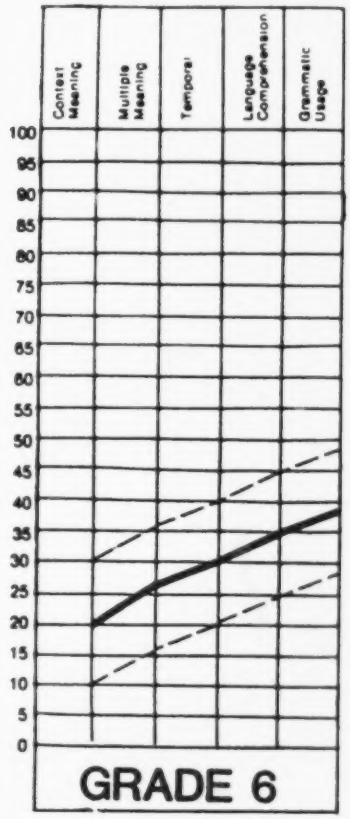
VII. **NON-VERBAL ASPECTS** Lack of eye contact

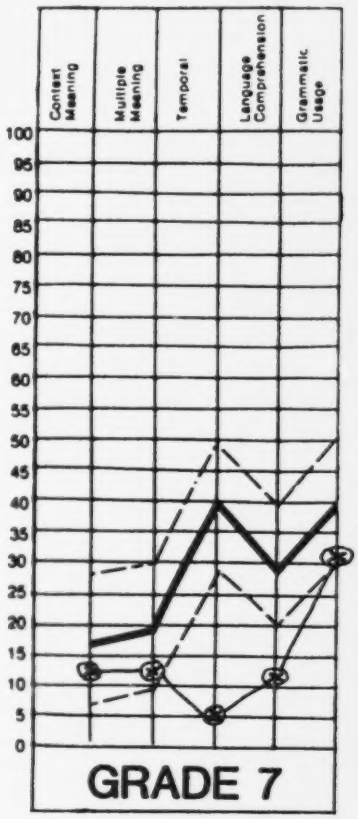
Examiner: Trish Tisthammer

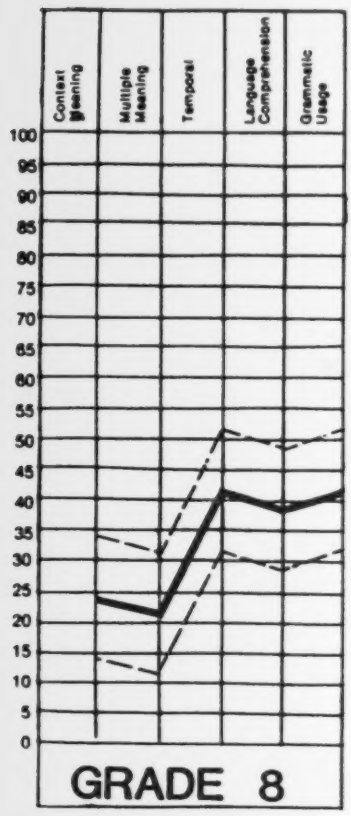
SCREENING PROFILE

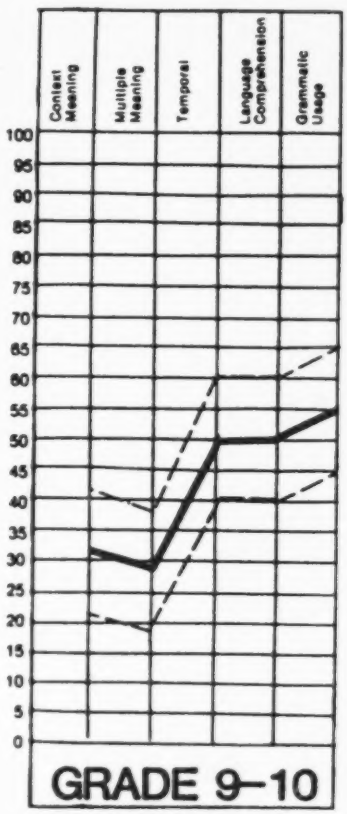
Standard Scores

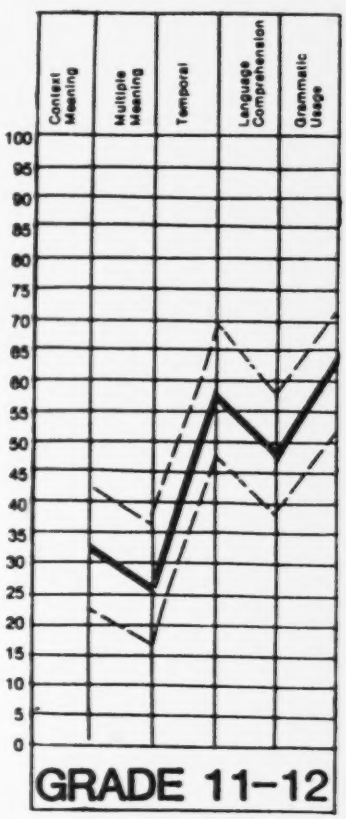












test tables and charts ..

TABLE 1
PERCENTILE RANKS FOR
FIFTH GRADE

SCORE	CONTEXT MEANING	MULT. MEAN.	TEMPORAL	LANG. COMP.	GRAMM. USAGE
24					97
23					90
22					76
21					60
20					49
19					39
18					25
17	96				12
16	87			99	4
15	79			95	1
14	72			86	1
13	61			70	1
12	52			49	
11	42			32	
10	31	79	92	17	
9	23	58	74	5	
8	16	37	50		
7	12	16	25		
6	10	12	11		
5	7	7	6		
4	4	3	3		
3	3		1		
2	3				
1	2				
0	1				

TABLE 2
PERCENTILE RANKS FOR
SIXTH GRADE

SCORE	CONTEXT MEANING	MULT. MEAN.	TEMPORAL	LANG. COMP.	GRAMM. USAGE
24					96
23					91
22					81
21					69
20					57
19	99				41
18	95				26
17	90				17
16	85			98	12
15	76			87	6
14	67			72	1
13	54			55	
12	41			33	
11	28			17	
10	17	78	92	7	
9	11	55	67	2	
8	8	37	38	1	
7	7	19	17	1	
6	5	11	7		
5	2	3	4		
4		1	1		
3					
2					
1					
0					

TABLE 3
PERCENTILE RANKS FOR
SEVENTH GRADE

SCORE	CONTEXT MEANING	MULT. MEAN.	TEMPORAL	LANG. COMP.	GRAMM. USAGE
25					99
24					92
23					77
22					62
21					50
20	98				36
19	95				23
18	92				14
17	85				8
16	74			97	3
15	64			85	1
14	53			70	1
13	40			50	1
12	29			29	1
11	22			19	1
10	15	69	91	12	
9	10	38	68	4	
8	7	27	38	1	
7	4	17	13	1	
6	4	13	1	1	
5	4	7			
4	4	5			
3	4	4			
2	3	3			
1	3	3			
0	1	1			

TABLE 4
PERCENTILE RANKS FOR
EIGHTH GRADE

SCORE	CONTEXT MEANING	MULT. MEAN.	TEMPORAL	LANG. COMP.	GRAMM. USAGE
25					97
24					83
23					64
22					46
21					33
20	97				24
19	90				17
18	76				12
17	61				7
16	49			92	5
15	34			74	3
14	25			49	1
13	20			26	
12	14			14	
11	9			7	
10	4	71	84	5	
9	1	42	52	3	
8	1	29	25	1	
7	1	16	8		
6	1	14	1		
5	1	9			
4	1	3			
3	1				
2	1				
1	1				
0	1				

TABLE 5
PERCENTILE RANKS FOR
NINTH AND TENTH GRADE

SCORE	CONTEXT MEANING	MULT. MEAN.	TEMPORAL	LANG. COMP.	GRAMM. USAGE
25					93
24					72
23					48
22					31
21					20
20	96				11
19	83				5
18	68				3
17	54				2
16	39			95	1
15	25			79	1
14	15			51	1-
13	7			23	
12	3			8	
11	2			4	
10	1	61	81	2	
9	1	21	43	1	
8	1	15	14	1-	
7	1	8	3		
6	1	6	1		
5	1	4			
4	1	3			
3	1	1			
2	1	1			
1	1	1			
0	1-	1-			

TABLE 6
PERCENTILE RANKS FOR
ELEVENTH AND TWELFTH GRADES

SCORE	CONTEXT MEANING	MULT. MEAN.	TEMPORAL	LANG. COMP.	GRAMM. USAGE
27					
26					
25					95
24					75
23					47
22					25
21					14
20	92				7
19	76				4
18	60				2
17	42				1
16	28			90	1
15	19			66	1
14	12			41	1
13	8			25	1
12	5			11	1-
11	4			2	
10	3	65	77	1-	
9	1	30	34		
8		20	9		
7		9	2		
6		7	1-		
5		4			
4		3			
3		2			
2		1			
1		1			
0		1-			

TABLE 7
STANDARD SCORES FOR
FIFTH GRADE

SCORE	CONTEXT MEANING	MULT. MEAN.	TEMPORAL	LANG. COMP.	GRAMM. USAGE
30					
29					
28					
27					
26					
25					51
24					49
23					47
22					45
21					43
20	26				41
19	25				39
18	23				37
17	22				35
16	21			45	33
15	19			42	31
14	18			39	29
13	17			37	27
12	16			34	25
11	14			31	23
10	13	29	31	28	20
9	12	26	28	25	18
8	10	23	25	22	16
7	9	20	22	20	14
6	8	17	19	17	12
5	6	14	16	14	10
4	5	11	12	11	8
3	4	9	9	8	6
2	3	6	6	6	4
1	1	3	3	3	2
0	0	0	0	0	0
MEANS	15	24	25	34	41

THE STANDARD DEVIATION ON ALL SUBTEST STANDARD SCORES IS 5.

TABLE 8
STANDARD SCORES FOR
SIXTH GRADE

SCORE	CONTEXT MEANING	MULT. MEAN.	TEMPORAL	LANG. COMP.	GRAMM USAGE
30					
29					
28					
27					
26					
25					49
24					47
23					45
22					43
21					41
20	31				39
19	29				37
18	28				35
17	26				33
16	25			44	31
15	23			41	29
14	22			38	27
13	20			36	25
12	19			33	23
11	17			30	21
10	15	30	37	27	19
9	14	27	33	25	18
8	12	24	29	22	16
7	11	21	26	19	14
6	9	18	22	16	12
5	8	15	18	14	10
4	6	12	15	11	8
3	5	9	11	8	6
2	3	6	7	5	4
1	2	3	4	3	2
0	0	0	0	0	0
MEANS	20	26	30	35	38

THE STANDARD DEVIATION ON ALL SUBTEST STANDARD SCORES IS

TABLE 9
STANDARD SCORES FOR
SEVENTH GRADE

SCORE	CONTEXT MEANING	MULT. MEAN.	TEMPORAL	LANG. COMP.	GRAMM. USAGE
30					
29					
28					
27					
26					
25					48
24					47
23					45
22					43
21					41
20	25				39
19	24				37
18	23				35
17	21				33
16	20			39	31
15	19			37	29
14	18			34	27
13	16			32	25
12	15			29	23
11	14			27	21
10	13	22	46	24	19
9	11	20	42	22	17
8	10	17	37	20	16
7	9	15	32	17	14
6	8	13	28	15	12
5	6	11	23	12	10
4	5	9	19	10	8
3	4	7	14	7	6
2	3	4	9	5	4
1	1	2	5	2	2
0	0	0	0	0	0
MEANS	17	19	39	31	40

THE STANDARD DEVIATION ON ALL SUBTEST STANDARD SCORES IS 5.

TABLE 10
STANDARD SCORES FOR
EIGHTH GRADE

SCORE	CONTEXT MEANING	MULT. MEAN.	TEMPORAL	LANG. COMP.	GRAMM. USAGE
30					
29					
28					
27					
26					
25					48
24					46
23					44
22					42
21					40
20	31				38
19	29				36
18	28				34
17	26				32
16	24			44	30
15	23			42	29
14	21			39	27
13	20			36	25
12	18			33	23
11	17			31	21
10	15	26	47	28	19
9	14	23	42	25	17
8	12	21	37	22	15
7	11	18	33	19	13
6	9	16	28	17	11
5	8	13	23	14	10
4	6	10	19	11	8
3	5	8	14	8	6
2	3	5	9	6	4
1	2	3	5	3	2
0	0	0	0	0	0
MEANS	24	23	41	38	41

THE STANDARD DEVIATION ON ALL SUBTEST STANDARD SCORES IS 5.

TABLE 11
STANDARD SCORES FOR
NINTH and TENTH GRADE

SCORE	CONTEXT MEANING	MULT. MEAN.	TEMPORAL	LANG. COMP.	GRAMM. USAGE
30					
29					
28					
27					
26					
25					61
24					59
23					56
22					54
21					51
20	38				49
19	36				47
18	34				44
17	32				42
16	30			57	39
15	28			54	37
14	26			50	34
13	25			46	32
12	23			43	29
11	21			39	27
10	19	30	56	36	25
9	17	27	50	32	22
8	15	24	44	29	20
7	13	21	39	25	17
6	11	18	33	21	15
5	9	15	28	18	12
4	8	12	22	14	10
3	6	9	17	11	7
2	4	6	11	7	5
1	2	3	6	4	2
0	0	0	0	0	0
MEANS	31	28	50	50	55

STANDARD DEVIATION ON ALL SUBTEST STANDARD SCORES IS 5.

TABLE 12
STANDARD SCORES FOR
ELEVENTH and TWELFTH GRADES

SCORE	CONTEXT MEANING	MULT. MEAN.	TEMPORAL	LANG. COMP.	GRAMM. USAGE
30					
29					
28					
27					
26					
25					68
24					65
23					63
22					60
21					57
20	39				54
19	37				52
18	35				49
17	33				46
16	31			54	43
15	29			51	41
14	27			48	38
13	25			44	35
12	23			41	33
11	21			37	30
10	20	29	61	34	27
9	18	26	55	31	24
8	16	23	49	27	22
7	14	20	43	24	19
6	12	17	37	20	16
5	10	14	30	17	14
4	8	11	24	14	11
3	6	9	18	10	8
2	4	6	12	7	5
1	2	3	6	3	3
0	0	0	0	0	0
MEANS	33	26	57	48	62

THE STANDARD DEVIATION ON ALL SUBTEST STANDARD SCORES IS 5.

TABLE 13
PERCENTILE RANKS OF STANDARD SCORES
FIFTH GRADE

SUM OF SUBTEST ST. SCORES	PERCENTILE RANK OF ST. SCORE	SUM OF SUBTEST ST. SCORES	PERCENTILE RANK OF ST. SCORE
173 -)	99	135 -)	43
172 -)	98	134 -)	40
171 -)	98	133 -)	36
170 -)	98	132 -)	33
169 -)	97	131 -)	30
168 -)	97	130 -)	28
167 -)	97	129 -)	27
166 -)	96	128 -)	25
165 -)	95	127 -)	23
164 -)	95	126 -)	21
163 -)	95	125 -)	20
162 -)	93	124 -)	20
161 -)	92	123 -)	19
160 -)	90	122 -)	17
159 -)	89	121 -)	17
158 -)	89	120 -)	17
157 -)	89	119 -)	14
156 -)	89	118 -)	12
155 -)	88	117 -)	12
154 -)	83	116 -)	12
153 -)	80	115 -)	12
152 -)	79	114 -)	12
151 -)	77	113 -)	11
150 -)	76	112 -)	8
149 -)	72	111 -)	7
148 -)	68	110 -)	5
147 -)	67	109 -)	4
146 -)	66	108 -)	2
145 -)	65	107 -)	2
144 -)	65	106 -)	2
143 -)	63	105 -)	2
142 -)	58	104 -)	2
141 -)	56	103 -)	2
140 -)	56	102 -)	2
139 -)	55	101 -)	2
138 -)	51	100 -)	2
137 -)	47	99 -)	1
136 -)	45		

TABLE 14
PERCENTILE RANKS OF STANDARD SCORES
FOR SIXTH GRADE

SUM OF SUBTEST ST. SCORES	PERCENTILE RANK OF ST. SCORE	SUM OF SUBTEST ST. SCORES	PERCENTILE RANK OF ST. SCORE
184 -)	99	146 -)	46
183 -)	99	145 -)	43
182 -)	99	144 -)	42
181 -)	98	143 -)	40
180 -)	97	142 -)	36
179 -)	97	141 -)	32
178 -)	96	140 -)	30
177 -)	96	139 -)	28
176 -)	95	138 -)	26
175 -)	93	137 -)	24
174 -)	93	136 -)	22
173 -)	93	135 -)	20
172 -)	92	134 -)	17
171 -)	90	133 -)	14
170 -)	88	132 -)	10
169 -)	88	131 -)	9
168 -)	88	130 -)	9
167 -)	87	129 -)	8
166 -)	87	128 -)	7
165 -)	86	127 -)	6
164 -)	85	126 -)	6
163 -)	83	125 -)	5
162 -)	80	124 -)	4
161 -)	78	123 -)	3
160 -)	76	122 -)	3
159 -)	74	121 -)	3
158 -)	72	120 -)	3
157 -)	70	119 -)	3
156 -)	68	118 -)	3
155 -)	66	117 -)	3
154 -)	64	116 -)	3
153 -)	63	115 -)	3
152 -)	62	114 -)	2
151 -)	61	113 -)	1
150 -)	59	112 -)	1
149 -)	54	111 -)	-1
148 -)	51	110 -)	-1
147 -)	49		

TABLE 15
PERCENTILE RANKS OF STANDARD SCORES
FOR SEVENTH GARDE

SUM OF SUBTEST ST. SCORES	PERCENTILE RANK OF ST. SCORE	SUM OF SUBTEST ST. SCORES	PERCENTILE RANK OF ST. SCORE
170 -)	99	141 -)	35
169 -)	98	140 -)	34
168 -)	97	139 -)	31
167 -)	97	138 -)	29
166 -)	95	137 -)	29
165 -)	94	136 -)	28
164 -)	94	135 -)	26
163 -)	93	134 -)	24
162 -)	90	133 -)	22
161 -)	85	132 -)	19
160 -)	81	131 -)	17
159 -)	78	130 -)	15
158 -)	78	129 -)	14
157 -)	75	128 -)	11
156 -)	70	127 -)	8
155 -)	68	126 -)	7
154 -)	67	125 -)	7
153 -)	64	124 -)	7
152 -)	60	123 -)	7
151 -)	56	122 -)	7
150 -)	54	121 -)	7
149 -)	51	120 -)	7
148 -)	47	119 -)	6
147 -)	45	118 -)	6
146 -)	44	117 -)	3
145 -)	42	116 -)	1
144 -)	40	115 -)	1
143 -)	38	114 -)	-1
142 -)	37		

TABLE 16
PERCENTILE RANKS OF STANDARD SCORES FOR EIGHTH GRADE

SUM OF SUBTEST ST. SCORES	PERCENTILE RANK OF ST. SCORE	SUM OF SUBTEST ST. SCORES	PERCENTILE RA OF ST. SCORE
193 -)	99	155 -)	18
192 -)	97	154 -)	18
191 -)	97	153 -)	18
190 -)	97	152 -)	17
189 -)	97	151 -)	16
188 -)	97	150 -)	14
187 -)	95	149 -)	12
186 -)	93	148 -)	11
185 -)	91	147 -)	10
184 -)	89	146 -)	9
183 -)	86	145 -)	9
182 -)	82	144 -)	8
181 -)	81	143 -)	7
180 -)	78	142 -)	7
179 -)	76	141 -)	7
178 -)	74	140 -)	6
177 -)	71	139 -)	5
176 -)	69	138 -)	4
175 -)	66	137 -)	4
174 -)	65	136 -)	4
173 -)	64	135 -)	4
172 -)	64	134 -)	4
171 -)	62	133 -)	4
170 -)	59	132 -)	4
169 -)	55	131 -)	4
168 -)	51	130 -)	4
167 -)	49	129 -)	4
166 -)	44	128 -)	3
165 -)	39	127 -)	1
164 -)	36	126 -)	1
163 -)	34	125 -)	1
162 -)	32	124 -)	1
161 -)	30	123 -)	1
160 -)	26	122 -)	1
159 -)	22	121 -)	1
158 -)	20	120 -)	-1
157 -)	20	119 -)	-1
156 -)	20		

TABLE 17
PERCENTILE RANKS OF STANDARD SCORES FOR NINTH AND TENTH GRADES

SUM OF SUBTEST ST. SCORES	PERCENTILE RANK OF ST. SCORE	SUM OF SUBTEST ST. SCORES	PERCENTILE RANK OF ST. SCORE
242 -)	99+	204 -)	17
241 -)	99	203 -)	15
240 -)	99	202 -)	15
239 -)	99	201 -)	15
238 -)	99	200 -)	14
237 -)	99	199 -)	13
236 -)	98	198 -)	13
235 -)	97	197 -)	13
234 -)	96	196 -)	13
233 -)	95	195 -)	12
232 -)	94	194 -)	10
231 -)	92	193 -)	9
230 -)	89	192 -)	8
229 -)	86	191 -)	7
228 -)	85	190 -)	6
227 -)	83	189 -)	5
226 -)	81	188 -)	5
225 -)	78	187 -)	3
224 -)	76	186 -)	2
223 -)	74	185 -)	2
222 -)	70	184 -)	2
221 -)	64	183 -)	1
220 -)	60	182 -)	1
219 -)	56	181 -)	1
218 -)	53	180 -)	1
217 -)	51	179 -)	1
216 -)	50	178 -)	1
215 -)	49	177 -)	1
214 -)	47	176 -)	1
213 -)	43	175 -)	1
212 -)	38	174 -)	1
211 -)	33	173 -)	1
210 -)	31	172 -)	1
209 -)	30	171 -)	1
208 -)	28	170 -)	-1
207 -)	26	169 -)	-1
206 -)	23	168 -)	-1
205 -)	20		

TABLE 18
PERCENTILE RANKS OF STANDARD SCORES FOR ELEVENTH AND TWELFTH GRADES

SUM OF SUBTEST ST. SCORES	PERCENTILE RANKS OF ST. SCORE	SUM OF SUBTEST ST. SCORES	PERCENTILE RANK OF ST. SCORE
248 -)	99	215 -)	16
247 -)	98	214 -)	15
246 -)	98	213 -)	14
245 -)	98	212 -)	13
244 -)	96	211 -)	12
243 -)	94	210 -)	12
242 -)	93	209 -)	12
241 -)	91	208 -)	11
240 -)	88	207 -)	11
239 -)	85	206 -)	10
238 -)	83	205 -)	9
237 -)	81	204 -)	9
236 -)	77	203 -)	7
235 -)	73	202 -)	7
234 -)	70	201 -)	6
233 -)	68	200 -)	5
232 -)	65	199 -)	5
231 -)	63	198 -)	5
230 -)	61	197 -)	5
229 -)	55	196 -)	5
228 -)	49	195 -)	4
227 -)	45	194 -)	4
226 -)	43	193 -)	4
225 -)	41	192 -)	3
224 -)	39	191 -)	3
223 -)	36	190 -)	2
222 -)	34	189 -)	1
221 -)	30	188 -)	1
220 -)	26	187 -)	1
219 -)	23	186 -)	1
218 -)	21	185 -)	-1
217 -)	19	184 -)	-1
216 -)	18	183 -)	-1

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appendix....

TABLE 19
Comparison of Mean Standard Scores by Grade Levels
of Regular Education Students, Learning Disabled Students,
and Combined Population
n = 844

	CONT. MEAN.	MULT. MEAN.	TEMPORAL	LANG. COMP.	GRAMM. USAGE
GRADE 5					
Regular Education	15	24	25	34	41
Learning Disabled	17	14	16	21	20
Combined Population	15	19	19	23	24
GRADE 6					
Regular Education	20	26	30	35	38
Learning Disabled	11	20	23	20	19
Combined Population	14	23	24	23	22
GRADE 7					
Regular Education	17	19	39	31	40
Learning Disabled	15	22	22	25	22
Combined Population	16	20	28	26	24
GRADE 8					
Regular Education	24	23	41	28	41
Learning Disabled	14	17	29	23	18
Combined Population	19	20	33	26	24
GRADES 9 and 10					
Regular Education	31	28	50	50	55
Learning Disabled	16	25	25	25	21
Combined Population	21	26	32	30	26
GRADES 11 and 12					
Regular Education	33	26	57	48	62
Learning Disabled	24	29	36	28	24
Combined Population	29	27	43	33	32

TABLE 20 (L.D. Pop.)
FREQUENCY DISTRIBUTION AND PERCENTILE
RANKS OF STANDARD SCORES
FOR FIFTH GRADE

Sum of Standard Scores	Percentile Rank	Frequency	Sum of Standard Scores	Percentile Rank	Fre
131	99	1	87	47	
130	97		86	47	
129	97		85	45	
128	97		84	39	
127	97		83	37	
126	97		82	33	
125	97		81	28	
124	97		80	24	
123	97		79	21	
122	97		78	20	
121	97		77	17	
120	97		76	14	
119	97		75	13	
118	96	1	74	13	
117	95		73	12	
116	95		72	11	
115	95		71	9	
114	95		70	8	
113	93	1	69	8	
112	91	1	68	8	
111	89		67	8	
110	89		66	8	
109	89		65	8	
108	89		64	8	
107	89		63	8	
106	89		62	8	
105	88	1	61	8	
104	86	1	60	8	
103	84		59	8	
102	82	2	58	8	
101	79		57	8	
100	79		56	7	
99	79		55	5	
98	79		54	5	
97	76	2	53	4	
96	70	3	52	3	
95	64	1	51	3	
94	62	1	50	3	
93	58	2	49	3	
92	54	1	48	3	
91	53		47	1	
90	53		46	-1	
89	51	1	45	-1	
88	49	1			

TABLE 21 (L.D. Pop.)
FREQUENCY DISTRIBUTION AND PERCENTILE
RANKS OF STANDARD SCORES
FOR SIXTH GRADE

Sum of Standard Scores	Percentile Rank	Frequency	Sum of Standard Scores	Percentile Rank
119	99	1	87	38
118	98		86	34
117	97	1	85	29
116	94	2	84	25
115	92		83	23
114	92		82	20
113	91	1	81	16
112	89	1	80	14
111	87	1	79	13
110	82	4	78	11
109	78		77	10
108	78		76	10
107	78		75	10
106	77	1	74	8
105	75	1	73	6
104	74		72	6
103	73	1	71	5
102	71	1	70	4
101	68	2	69	4
100	64	2	68	3
99	62		67	2
98	62		66	2
97	62		65	2
96	60	2	64	2
95	58		63	2
94	58		62	2
93	57	1	61	2
92	55	1	60	2
91	53	1	59	2
90	48	4	58	2
89	43	1	57	2
88	41	1		

TABLE 22 (L.D. Pop.)
FREQUENCY DISTRIBUTION AND PERCENTILE
RANKS OF STANDARD SCORES
FOR SEVENTH GRADE

Sum of Standard Score	Percentile Rank	Frequency	Sum of Standard Score	Percentile Rank	Frequency
144	99	1	106	52	1
143	98		105	50	1
142	98		104	48	1
141	98		103	46	1
140	98		102	44	1
139	98		101	40	2
138	98		100	38	
137	97	1	99	36	2
136	96		98	34	
135	96		97	32	2
134	96		96	28	2
133	95	1	95	24	1
132	94		94	22	1
131	94		93	21	
130	94		92	20	1
129	94		91	19	
128	94		90	17	2
127	93	1	89	14	1
126	91		88	13	
125	91		87	13	
124	91		86	13	
123	88	3	85	12	1
122	82	3	84	10	1
121	77	2	83	9	
120	74		82	9	
119	73	1	81	7	1
118	72		80	6	
117	71		79	6	
116	70		78	6	
115	70		77	5	1
114	70		76	4	
113	69	1	75	4	
112	67	1	74	3	1
111	64	2	73	2	
110	62		72	1	1
109	57	4	71	-1	
108	53		70	-1	
107	53				

TABLE 23 (L.D. Pop.)
FREQUENCY DISTRIBUTION AND PERCENTILE
RANKS OF STANDARD SCORES
FOR EIGHTH GRADE

Sum of Standard Score	Percentile Rank	Frequency	Sum of Standard Score	Percentile Rank	Frequency
131	99	1	90	25	1
130	97		89	24	
129	96	1	88	22	1
128	94		87	19	1
127	91	2	86	18	
126	88		85	16	1
125	88		84	13	1
124	87	1	83	10	1
123	85		82	9	
122	85		81	9	
121	85		80	9	
120	85		79	7	1
119	85		78	6	
118	85		77	6	
117	84	1	76	4	1
116	81	1	75	3	
115	78	1	74	3	
114	76		73	3	
113	76		72	3	
112	76		71	3	
111	75	1	70	3	
110	72	1	69	3	
109	71		68	3	
108	69	1	67	3	
107	68		66	3	
106	66	1	65	3	
105	62	2	64	3	
104	59		63	3	
103	57	1	62	3	
102	56		61	3	
101	56		60	3	
100	54	1	59	3	
99	51	1	58	3	
98	49	1	57	3	
97	47		56	3	
96	41	4	55	3	
95	35		54	3	
94	35		53	3	
93	32	2	52	3	
92	29		51	1	1
91	28	1			

TABLE 24 (L.D. Pop.)
FREQUENCY DISTRIBUTION AND PERCENTILE
RANKS OF STANDARD SCORES
FOR NINTH AND TENTH GRADES

Sum of Standard Score	Percentile Rank	Frequency	Sum of Standard Score	Percentile Rank	Frequency
138	99	1	87	11	
137	99		86	11	
136	99		85	11	
135	97	2	84	10	1
134	95	2	83	10	
133	92	1	82	9	1
132	90	2	81	8	
131	88	1	80	8	1
130	87	1	79	7	
129	85	2	78	7	
128	82	2	77	6	1
127	81		76	5	1
126	79	3	75	4	
125	77		74	4	
124	75	2	73	4	
123	73	2	72	3	1
122	70	2	71	3	
121	67	2	70	3	
120	64	2	69	3	
119	63		68	3	
118	62	1	67	3	
117	60	3	66	3	
116	55	3	65	3	
115	51	3	64	3	
114	48	2	63	3	
113	45	3	62	3	
112	42	1	61	3	
111	41		60	3	
110	40	1	59	3	
109	39	1	58	3	
108	36	4	57	3	
107	31	3	56	3	
106	27	2	55	3	
105	26		54	3	
104	25	1	53	3	
103	23	2	52	3	
102	22		51	2	1
101	22		50	1	
100	21	1	49	1	
99	21		48	1	
98	20	1	47	1	
97	18	1	46	1	
96	18		45	1	
95	16	3	44	1	
94	14		43	1	
93	14		42	1	
92	13	1	41	1	
91	12		40	1	
90	12		39	1	
89	12	1	38	1	1
88	11		37	-1	

TABLE 25 (L.D. Pop.)
FREQUENCY DISTRIBUTION AND PERCENTILE
RANKS OF STANDARD SCORES
FOR ELEVENTH AND TWELFTH GRADES

Sum of Standard Score	Percentile Rank	Frequency	Sum of Standard Score	Percentile Rank	Frequency
163	99	1	132	30	1
162	96	3	131	29	
161	93	1	130	27	2
160	91	1	129	23	4
159	90		128	19	
158	89	2	127	19	1
157	85	2	126	17	1
156	82	2	125	15	1
155	80	1	124	15	
154	77	2	123	15	
153	76		122	15	
152	74	2	121	13	2
151	70	3	120	11	
150	65	3	119	11	
149	63		118	10	1
148	62	1	117	9	1
147	60	2	116	8	
146	58		115	7	1
145	56	2	114	6	1
144	52	3	113	4	1
143	50		112	3	
142	50		111	3	
141	48	2	110	2	1
140	46	1	109	2	
139	43	3	108	2	
138	40	1	107	2	
137	37	2	106	2	
136	35		105	2	
135	35		104	2	
134	34	2	103	2	
133	31	1	102	2	
			101	1	1

TABLE 26 (Combined Pop.)
FREQUENCY DISTRIBUTION AND PERCENTILE
RANKS OF STANDARD SCORES
FOR FIFTH GRADE

Sum of Standard Score	Percentile Rank	Frequency	Sum of Standard Score	Percentile Rank	Frequency
136	99+	1	89	27	1
135	99		88	26	1
134	99	1	87	25	1
133	98		86	24	2
132	98		85	23	
131	98	1	84	23	1
130	97		83	20	5
129	97		82	16	2
128	97	1	81	13	4
127	96	1	80	12	
126	94	2	79	11	1
125	93	1	78	10	1
124	92		77	9	1
123	92		76	9	
122	91	2	75	8	1
121	90	1	74	7	2
120	88	3	73	5	1
119	85	3	72	5	
118	83	2	71	5	
117	81	1	70	4	1
116	80	2	69	4	
115	79		68	3	1
114	77	3	67	3	
113	75	1	66	3	
112	74	2	65	3	
111	72	3	64	3	
110	69	2	63	3	
198	68	1	62	3	
108	67	1	61	3	
107	66		60	3	
106	63	8	59	3	
105	57	3	58	3	
104	55	1	57	3	
103	54	1	56	3	
102	52	4	55	3	
101	49	3	54	3	
100	47		53	3	
99	46	2	52	2	1
98	44	3	51	2	
97	42		50	2	
96	42	1	49	2	
95	40	2	48	2	
94	38	4	47	1	1
93	34	3	46	-1	1
92	32	2	45	-1	
91	30	1	44	-1	
90	29	2			

TABLE 27 (Combined Pop.)
FREQUENCY DISTRIBUTION AND PERCENTILE
RANKS OF STANDARD SCORES
FOR SIXTH GRADE

Sum of Standard Score	Percentile Rank	Frequency	Sum of Standard Score	Percentile Rank	Frequency
142	99+	1	98	31	1
141	99		97	30	
140	99	1	96	29	2
139	98		95	28	2
138	98	1	94	26	1
137	97		93	26	1
136	97	2	92	25	1
135	96		91	23	3
134	96		90	21	1
133	95	1	89	21	1
132	94	2	88	20	1
131	93		87	18	4
130	93	1	86	16	1
129	92	1	85	13	4
128	92		84	11	1
127	91	1	83	10	2
126	90	1	82	9	1
125	88	4	81	8	1
124	86	1	80	7	2
123	85	2	79	5	1
122	83	2	78	5	1
121	82	1	77	4	
120	82		76	4	
119	80	3	75	4	
118	78	2	74	4	1
117	76	4	73	3	1
116	73	3	72	3	
115	71	2	71	3	
114	68	5	70	2	1
113	66		69	2	
112	64	4	68	1	1
111	59	7	67	1	
110	55	4	66	1	
109	51	4	65	1	
108	49	2	64	1	
107	47	1	63	1	
106	46	2	62	1	
105	45	1	61	1	
104	43	4	60	1	
103	40	2	59	1	
102	38	4	58	1	
101	35	3	57	1	
100	32	3	56	-1	1
99	31				

TABLE 28 (Combined Pop.)
FREQUENCY DISTRIBUTION AND PERCENTILE
RANKS OF STANDARD SCORES
FOR SEVENTH GRADE

Sum of Standard Score	Percentile Rank	Frequency	Sum of Standard Score	Percentile Rank	Frequer
141	99	3	105	30	1
140	97		104	28	4
139	97		103	26	
138	97	1	102	24	4
137	96	1	101	23	
136	95	1	100	22	1
135	95		99	20	4
134	93	4	98	17	1
133	90	3	97	16	3
132	87	6	96	15	
131	83	2	95	14	3
130	82	1	94	13	
129	80	4	93	12	2
128	78		92	10	3
127	78	1	91	8	1
126	75	5	90	8	
125	71	5	89	8	
124	68	2	88	7	1
123	66	2	87	6	2
122	64	3	86	5	
121	61	5	85	5	
120	58	2	84	5	
119	55	4	83	5	1
118	53	3	82	4	
117	50	2	81	4	1
116	49	2	80	3	1
115	47	2	79	3	
114	45	2	78	3	
113	44	1	77	3	
112	43	2	76	3	
111	42	1	75	2	1
110	39	4	74	1	1
109	37	3	73	1	
108	34	4	72	-1	1
107	32	1	71	-1	
106	31	1	70	-1	

TABLE 29 (Combined Pop.)
FREQUENCY DISTRIBUTION AND PERCENTILE
RANKS OF STANDARD SCORES
FOR EIGHTH GRADE

Sum of Standard Score	Percentile Rank	Frequency	Sum of Standard Score	Percentile Rank	Freque
150	99	2	100	14	1
149	98		99	13	1
148	98		98	12	2
147	98		97	11	
146	98	1	96	10	2
145	96	2	95	8	2
144	94	2	94	7	
143	93	1	93	7	1
142	91	4	92	6	1
141	88	2	91	6	
140	86	2	90	6	
139	84	3	89	5	1
138	81	2	88	4	1
137	80	1	87	4	
136	77	5	86	3	1
135	74	2	85	3	
134	73	1	84	3	
133	72	1	83	3	
132	68	7	82	2	1
131	64	2	81	2	
130	61	4	80	2	
129	58	3	79	1	1
128	56	2	78	1	
127	52	5	77	1	
126	49	2	76	1	
125	48		75	1	
124	48	1	74	1	
123	46	3	73	1	
122	42	6	72	1	
121	38	2	71	1	
120	37	1	70	1	
119	36		69	1	
118	36	1	68	1	
117	35	1	67	1	
116	33	2	66	1	
115	31	3	65	1	
114	30		64	1	
113	29	2	63	1	
112	27	2	62	1	
111	25	1	61	1	
110	25	1	60	1	
109	23	2	59	1	
108	21	2	58	1	
107	20		57	1	
106	20	1	56	1	
105	19		55	1	
104	19		54	1	
103	19	1	53	1	1
102	18	2	52	1	
101	16	2			

TABLE 30 (Combined Pop.)
FREQUENCY DISTRIBUTION AND PERCENTILE
RANKS OF STANDARD SCORES
FOR NINTH AND TENTH GRADES

Sum of Standard Score	Percentile Rank	Frequency	Sum of Standard Score	Percentile Rank	Frequer
163	99+	1	114	9	
162	99+		113	9	
161	99+		112	9	2
160	99	1	111	8	1
159	99	2	110	8	
158	98	1	109	8	
157	97	4	108	7	1
156	95	2	107	7	
155	93	6	106	7	
154	91	5	105	7	1
153	89	4	104	6	4
152	87	4	103	5	
151	84	6	102	5	
150	80	11	101	5	
149	75	9	100	5	1
148	72	4	99	4	
147	70	5	98	4	
146	68	4	97	4	
145	66	6	96	4	1
144	61	12	95	4	
143	56	11	94	4	
142	51	9	93	4	
141	48	2	92	4	
140	47	5	91	4	
139	44	5	90	4	1
138	42	4	89	3	
137	40	3	88	3	1
136	39	4	87	3	
135	37	3	86	3	
134	36	3	85	3	1
133	34	2	84	1	
132	33	4	83	2	1
131	31	4	82	2	1
130	30	2	81	1	
129	28	6	80	1	
128	26	2	79	1	
127	25	3	78	1	1
126	22	6	77	1	
125	21		76	1	
124	20	4	75	1	
123	19	2	74	1	
122	17	4	73	1	
121	16	1	72	1	
120	16	1	71	1	
119	15	1	70	1	
118	15	1	69	1	
117	14	3	68	1	
116	12	5	67	1	
115	10	3	66	1	

TABLE 30 Cont. (Combined Pop.)
FREQUENCY DISTRIBUTION AND PERCENTILE
RANKS OF STANDARD SCORES
FOR NINTH AND TENTH GRADES

Sum of Standard Score	Percentile Rank	Frequency	Sum of Standard Score	Percentile Rank	Freque
65	1				
64	1				
63	1				
62	1				
61	1				
60	1				
59	1				
58	1				
57	1				
56	1				
55	1				
54	1	1			
53	-1				
52	-1				
51	-1				
50	-1				
49	-1				
48	-1				
47	-1				
46	-1				
45	-1				
44	-1				
43	-1				
42	-1				
41	-1	1			

TABLE 31 (Combined Pop.)
FREQUENCY DISTRIBUTION AND PERCENTILE
RANKS OF STANDARD SCORES
FOR ELEVENTH AND TWELFTH GRADES

Sum of Standard Score	Percentile Rank	Frequency	Sum of Standard Score	Percentile Rank	Fr
188	99+	1	146	14	
187	99	1	145	13	
186	99		144	13	
185	99	1	143	13	
184	97	5	142	12	
183	95	3	141	11	
182	94	2	140	10	
181	92	5	139	9	
180	90	3	138	9	
179	87	8	137	7	
178	83	6	136	6	
177	81	2	135	6	
176	79	4	134	6	
175	77	6	133	6	
174	73	8	132	5	
173	69	8	131	5	
172	66	5	130	4	
171	63	5	129	4	
170	60	5	128	4	
169	56	11	127	3	
168	51	7	126	3	
167	48	7	125	3	
166	45	3	124	2	
165	43	6	123	2	
164	40	5	122	2	
163	37	6	121	2	
162	34	3	120	1	
161	33	3	119	1	
160	31	4	118	1	
159	30	1	117	1	
158	29	2	116	1	
157	27	4	115	1	
156	26	3	114	1	
155	24	3	113	1	
154	22	4	112	1	
153	21	1	111	1	
152	19	4	110	1	
151	18		109	1	
150	18		108	1	
149	17	4	107	-1	
148	16	1	106	-1	
147	15	3	105	-1	

test protocol ....

ADOLESCENT COMMUNICATION SCREEN
[*Revised*]

Authors: Patricia Tisthammer, Karen Mueting, Kimberly Vortherms, Larry Biehl

IDENTIFYING INFORMATION: (To be completed by student.)

Name:_____ Test Date:_____/_____/_____
mo. day yr.

Birthdate:_____/_____/_____ Age:_____ School:_____
mo. day yr.

Telephone Number:(___)_____ Grade:_____Gender:_____F_____

Place of Birth:_____
(City) (State)

Address:_____
(Street) (City) (State) (Zip)

		Raw Score	Percentile Rank	Standard Score
I.	**VOCABULARY**			
	Context Meaning	___	___	___
	Multiple Meaning	___	___	___
II.	**TEMPORAL CONCEPTS**	___	___	___
III.	**LANGUAGE COMPREHENSION**	___	___	___
	Idioms *Fact/Opinion* *Understanding Story Content*			
IV.	**GRAMMATIC USAGE**	___	___	___
	***COMPOSITE SCORE**		Sum of S.S. =	___
			Percentile Rank of Standard Scores	

			Mean Score Range Grades 5-8	Mean Score R Grades 9-1
V.	**WORD RECALL**			
	Animals	___	12-14	13-16
	School Subjects	___	8-11	10-14

VI. **SEQUENTIAL VERBALIZATION** _____

VII. **NON-VERBAL ASPECTS** _____

Examiner:_____

ADOLESCENT COMMUNICATION SCREEN

VOCABULARY:

I. **A. Context Meaning:** "I am going to say some words. Please use each word in a sentence. Make sure you tells me that you know the meaning of the word. For example, if I say 'broken' you might say, 'the broke in many pieces'." *(Record "1" for correct and "0" for incorrect in the boxes provided.)*

- ☐ 1. Adjustable _____
- ☐ 2. Annoy _____
- ☐ 3. Beverage _____
- ☐ 4. Communication _____
- ☐ 5. Dismiss _____
- ☐ 6. Duplicate _____
- ☐ 7. Fatigued _____
- ☐ 8. Fragment _____
- ☐ 9. Govern _____
- ☐ 10. Lonesome _____
- ☐ 11. Nutritious _____
- ☐ 12. Often _____
- ☐ 13. Peaceful _____
- ☐ 14. Pedestrian _____
- ☐ 15. Penalty _____
- ☐ 16. Physician _____
- ☐ 17. Portable _____
- ☐ 18. Quartet _____
- ☐ 19. Several _____
- ☐ 20. Unmarried _____

_____/20 **Context Meaning Total Score**

B. **Multiple Meaning Words:** "These words have more than one meaning. Tell me as many meanings as you can. For example, if I say the word 'bark', you might say, 'A dog barks and a tree has bark." (*Circle student's response. Two meanings are required per word to count the item as correct and be scored as "2" points. If only one meaning is given for an item, record as "0" or incorrect.*)

☐	1.	BANK:	a place to store money or blood	the act of banking "I bank at First National"	snowbank riverbank cloudbank			
☐	2.	POINT:	action	score	main idea	location	tip or end	
☐	3.	BLUE:	mood or feeling	a color	past tense of blow"The wind blew."	colloquial "I blew my chance."		
☐	4.	TIE:	action	name; Ty	piece of clothing	same score	bond or relation-ship	railroad tie
☐	5.	NOTE:	written message	music	to notice	bank loan		

_____/10 **Multiple Meaning Words Total Score**

II. **TEMPORAL CONCEPTS:** "I am going to ask you ten questions about time. Answer each one to the best of your ability." (*Record "1" for correct and "0" for incorrect in the boxes provided.*)

☐ 1. How many months are there in a year?_____

☐ 2. What month and date is Christmas day?_____

☐ 3. Does summer come after spring?_____

☐ 4 If today is Sunday, what day will the day after tomorrow be?_____

☐ 5. When is Labor Day?(*month only*)_____

☐ 6. Does Thanksgiving come before Halloween?_____

☐ 7. How many days are there in a week?_____

☐ 8. Does evening come before afternoon?_____

☐ 9. How much time are you at school each day?_____

☐ 10. How many days are there in a year?_____

_____/10 **Temporal Concept Total Score**

III. **LANGUAGE COMPREHENSION:**

A. **Idioms:** "I'm going to give you a sentence that *says* one thing, but actually means something different. For example: If I said 'It's raining cats and dogs' what I really mean is, 'It's raining very hard!' Tell me what you think it means when I say these sentences." (*Record "1" for correct and "0" for incorrect in the boxes provided.*)

☐ 1. He sounds mean, but his **bark is worse than his bite.** _____

_____

☐ 2. Please stop **horsing around.** _____

☐ 3. I have **butterflies in my stomach.** _____

☐ 4. You must learn to **stand on your own two feet.** _____

_____

☐ 5. She decided to **throw in the towel** for this year's contest. _____

_____

____/5 **Subtotal A: Idioms**

B. **Fact/Opinion Statements:** "Tell me if these statements are facts or opinions." (*Record "1" for correct and "0" for incorrect in the boxes provided.*)

☐ 1. Boys are always better than girls in sports.

☐ 2. The fall season is also called autumn.

☐ 3. A Corvette is the nicest looking car.

☐ 4. A cactus is beautiful.

☐ 5. Butterflies are insects.

____/5 **Subtotal B: Fact/Opinion**

C. **Understanding Story Content:** "I am going to read two stories aloud. When I am finished with each story I will ask you three questions. Please listen carefully as I can only read the story once." [*Stories (1) and (2) are recommended for grades 5-8. Stories (3) and (4) are recommended for grades 9-12. Record "1" for correct and "0" for incorrect in the boxes provided.*]

1. Thunderstorms bringing wind, hail and rain have flooded parts of Kansas. In Manhattan, Kansas, some motorists had to leave their cars on flooded streets.

☐ What kinds of weather did the thunderstorm bring? _____
☐ Where did the storm take place? _____
☐ What did some motorists have to do? _____ _____
_____

2. Even though it is June it doesn't feel like summer in Colorado. Eight inches of new snow fell on Ajax Mountain today. Three hundred people were forced from their homes below a crumbling hillside in Denver.

☐ What month is mentioned in this story? _____
☐ What was the name of the mountain where the snow fell? _____
☐ How many people were forced from their homes? _____
_____

3. On June 7, 1864, Republican Party delegates met in Baltimore, Maryland. They nominated Abraham Lincoln and Andrew Johnson to head the Republican Presidential ticket.

☐ When did the Republican Party delegates meet? _____ _____
☐ Where did the delegates meet? _____
☐ Who was nominated to head the Presidential ticket? _____
_____

4. The largest automobile manufacturing plant in Detroit has shut down because of a steel workers' strike in Pittsburg. Automobile officials say they cannot get engines, glass, or tires, so they have had to lock the doors on the factory.

☐ What kind of plant shut down? _____
☐ Why did the plant shut down? _____
☐ What automobile parts were they unable to get? _____

_____/6 **Subtotal C: Story Content**

_____/16 **Language Comprehension Total Score** (*Add subtotals A, B, and C*)

IV. **GRAMMATIC USAGE:**"I want you to read each sentence carefully and write in the missing word so that the sentence sounds correct. Make sure you use only one word to complete each sentence." (*Record "1" for correct and "0" for incorrect in the boxes provided.*)

☐ 1. My mother is a woman. My grandmother is a woman. They are two_____.

☐ 2. Mom asked us to do our chores. We_____them right away.

☐ 3. We went deer hunting. We shot three_____.

☐ 4. At 12:15 the students eat their lunch. It is now 1:00 and they have _____ their school lunch.

☐ 5. I saw a mouse outside and I saw a mouse inside. I saw two_____.

☐ 6. Julie has a Prom dress and a Homecoming dress. She has two_____.

☐ 7. The Social Studies book is small; the Math book is smaller; but the English book is the _____.

☐ 8. When the race car crashed into the wall it _____into flames.

☐ 9. The principal gave us a hall pass. He gave it to my friend and_____.

☐ 10. When I came home from school, Mom and Dad _____ waiting for me.

☐ 11. The corn is very tall. The corn has_____three feet since July.

☐ 12. A "C" is a good grade, a "B" is a better grade. But an "A" is the_____grade.

☐ 13. When my dad watches T.V. he likes to _____ in his favorite chair.

☐ 14. When a baby has a fever his temperature will_____.

☐ 15. Last night our team won their first football game. Tom and Joe _____ playing their best.

☐ 16. We all had to write letters. To_____was your letter addressed?

☐ 17. After the electricity went off, Dad asked Keith to_____the clock to the correct time.

☐ 18. In Driver Education class, Mr. Johnson will_____me how to drive.

☐ 19. One child is on the merry-go-round. One child is going down the slide. The two _____are playing in the park.

☐ 20. Beth and I couldn't find anyone to go to the movies with us, so the two of us went by_____.

☐ 21. Mr. Wilson is a man who plays golf. Mr. Smith is a man who plays golf. The two _____ play golf together.

☐ 22. My little brother throws his toys. Last night he _____ a ball out the window.

☐ 23. My sheep won a blue ribbon at the County Fair and Tom's sheep won a purple ribbon. Our_____will go to the State Fair.

☐ 24. I am very hungry. I wish I_____eaten breakfast this morning.

☐ 25. In winter the trees are bare. In summer they have many_____.

_____/25 **Grammatic Usage Total Score**

V. WORD RECALL

A. Animals; "I will give you 30 seconds to name as many animals as you can." (*Administer Section A. Write each word as given.*)

1. _____	9. _____	17. _____
2. _____	10. _____	18. _____
3. _____	11. _____	19. _____
4. _____	12. _____	20. _____
5. _____	13. _____	21. _____
6. _____	14. _____	22. _____
7. _____	15. _____	23. _____
8. _____	16. _____	24. _____

_____Total

B. School Subjects: "I will give you 30 seconds to name as many different school subjects as you can. I will not be able to accept subjects listed as Science I and Science II." (*Administer Section B. Write each word as given.*)

1. _____	9. _____	17. _____
2. _____	10. _____	18. _____
3. _____	11. _____	19. _____
4. _____	12. _____	20. _____
5. _____	13. _____	21. _____
6. _____	14. _____	22. _____
7. _____	15. _____	23. _____
8. _____	16. _____	24. _____

_____Total

VI. **SEQUENTIAL VERBALIZATION:** Have the student explain the sequenced steps for *two* of the following tasks. [*The clinician records each step exactly as the student states it. Tasks (1) and (2) are recommended for grades 5-8. Tasks (3) and (4) are recommended for grades 9-12.*]

1. "Explain the directions for making popcorn."

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

g. _____

h. _____

2. "Explain the directions for doing dishes by hand."

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

g. _____

h. _____

3. "Explain all the things you do to get ready for school in the morning."

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

g. _____

h. _____

4. "Explain how you would wash a car at home."

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

g. _____

h. _____

VII. **NON-VERBAL ASPECTS OF COMMUNICATION:** The clinician should note these aspects of the student's behavior during contact time. (*Comments should be recorded in the space provided.*)

1. **Eye Contact:**

- ☐ lack of eye contact
- ☐ looks primarily at floor or surroundings
- ☐ repeatedly avoids eye contact
- ☐ looks at another part of clinician's face

comments _____

_____

2. **Facial Expressions:**

- ☐ inappropriate timing of smiles and/or frowns, lifting of eyebrows
- ☐ Excessive eye blinking
- ☐ nervous/constant twitching
- ☐ lack of expression

comments _____

_____

3. **Body Postures, Movements and Gestures:**

- ☐ level of tension (too high/too low)
- ☐ sitting rigidly on chair
- ☐ slumping in chair
- ☐ head resting on hand/table
- ☐ clenched fists
- ☐ irritating mannerisms (ie: toe/finger tapping, excessive motion, nail biting, playing with the hair, shifting/shuffling feet)
- ☐ overuse of gestures in explanations

comments: _____

_____

4. **Personal Space:**

- ☐ inappropriate distance among persons in the communication setting
- ☐ absence of personal space

comments: _____

_____

5. **Other Unusual Mannerisms** (Describe/Explain):

_____

_____

_____

SCREENING PROFILE

Standard Scores